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ABSTRACT

The language arts course content guides presented in this manual cover English, oral communications, and journalism in grades 9-12 and provide a framework from which a curriculum can be built. Within each subject area and at each grade level, skills are identified at three instructional levels: basic, developmental, and extension. The basic skills are skills which all students should master; developmental skills, going beyond the basic level, should be introduced and taught, but not mastered by all students; extension skills, for learners who have mastered the required basic and recommended developmental skills, stress the higher order thinking, processing, and problem solving skills. Subject areas for English consist of capitalization, punctuation, writing numbers (grade 9), syllabication (grade 9), usage, elements of the sentence, semantics, spelling, reference skills, literature, and composition. For the oral communications curriculum, subject areas include universal dimensions of all oral communications efforts, intrapersonal communication, interpersonal communication, listening and critical thinking, nonverbal communication, group discussion, public speaking, parliamentary procedure, oral interpretation, and debate. Journalism subject areas include an introduction to journalism, history of journalism, terminology, news writing, feature writing, editorials, publication production, ethics, advertising, and careers in journalism. (MM)

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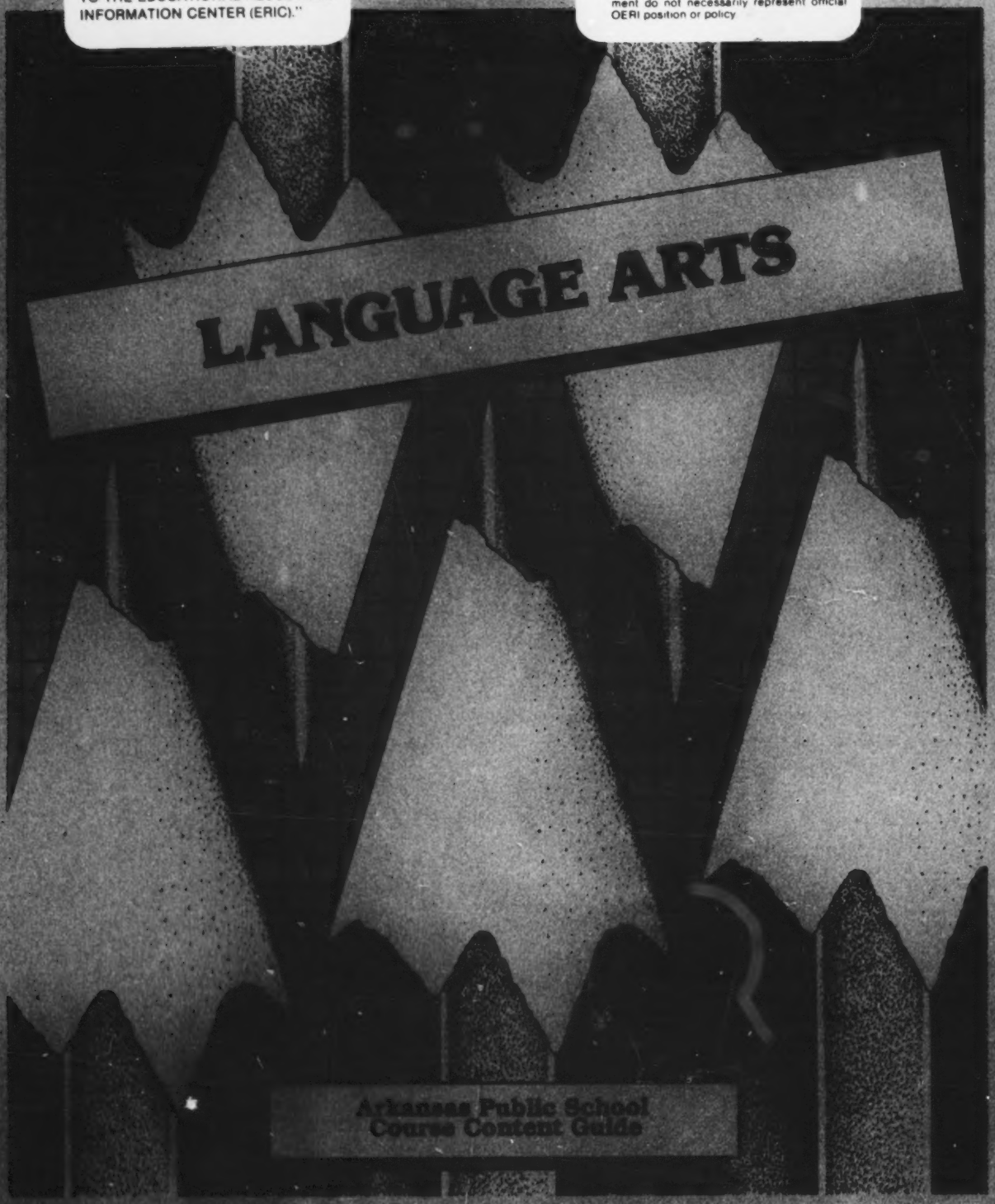

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INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

English I

GRADE 9

CAPITALIZATION

Basic Skills

1. Edit for the correct use of capitalization:
   a. names of products
   b. names of historical events, periods, laws, documents, conflicts and distinguished awards
   c. titles of well-known organizations, departments of government, governmental bodies, businesses and institutions
   d. names of ships, planes, space ships, stars, planets and constellations

Developmental Skills

1. Edit for the capitalization of the first word of a formal statement that follows a colon.

Extensions

1. Write an introductory speech for a political candidate using capitalization correctly.
2. Write an original poem using correct capitalization.

PUNCTUATION

Basic Skills

1. Edit for correct end punctuation.
2. Edit for punctuation of an indirect question.
3. Edit for comma usage after words like **oh, yes, well, no** at the beginning of the sentence when the word doesn't modify the next word.
4. Edit for comma usage with phrases in a series.
5. Edit for the comma used to set off nonessential appositives.
6. Edit for the comma used to separate direct quotations from explanatory words unless a question mark or explanation mark is needed.
7. Edit for the comma used to set off a parenthetical expression.
8. Edit for the comma used to separate two or more adjectives of equal force.
9. Edit for the comma used to separate independent clauses joined by **or, nor, for, yet, but, so** and **and**.
10. Edit for the comma used to set off contrasting expressions.
11. Edit for the apostrophe used to form the possessive for indefinite pronouns.

Developmental Skills

1. Edit for the comma used to separate short clauses in a sentence.

2. Edit for the comma after an introductory clause or phrase containing a verb form.
3. Edit for the comma used to set off a nonrestrictive word, phrase or clause.
4. Edit for the comma used to punctuate dependent clauses.
5. Edit for the closing quotation marks used after commas and periods, but before semicolons and colons.
6. Edit for the underlining of foreign words not familiar to the English language.
7. Edit for the underlining of words referred to as words and letters referred to as letters.
8. Edit for the colon used after a statement which introduces examples.
9. Edit for the colon used between two closely related, balanced items.
10. Edit for the semicolon used between independent clauses not connected by a coordinate conjunction.
11. Edit for the semicolon used to separate parallel parts of a sentence if they are subdivided by commas.
12. Edit for the semicolon used between items in a series if the item contains internal commas.
13. Edit for the semicolon used between independent clauses joined by such connectives as **moreover, for example, however, nevertheless** and **consequently.**

Extensions

1. Given a dictated passage requiring commas: (a) to set off introductory words, parenthetical expressions, nouns of direct address; (b) to separate items in a series, dates and addresses; and (c) to punctuate a direct quotation, the student will write the passage with correct punctuation.

WRITING NUMBERS

Basic Skills

1. Recognize that ages and hours of the day are expressed in words.
2. Recognize that the name of a numbered street, if it is one word without a hyphen, is expressed in words.

Development Skills

None

Extensions

None

SYLLABICATION

Basic Skills

1. Recognize that the additional consonant is placed with the suffix when a final consonant is doubled before a suffix.

Developmental Skills

None

Extensions

None

USAGE

Basic Skills

1. Edit for personal pronouns used correctly.
2. Edit for possessive prounouns used correctly.
3. Edit for demonstrative pronouns used correctly.
4. Edit for reflexive/intensive pronouns used correctly.
5. Edit for the correct use of verb tense:
   a. present
   b. past
   c. future
   d. present perfect
   e. past perfect
   f. future perfect
6. Edit for the correct plurals of:
   a. nouns ending in **y** preceded by a consonant are made plural by changing **y** to **i** and adding **es**
   b. nouns ending in **y** preceded by a vowel are made plural by adding **s**
   c. some nouns ending in **f** and **fe** are made plural by changing **f** or **fe** to **v** and adding **es**
   d. other nouns ending in **f** and **fe** are made plural by adding only **s**
   e. most nouns ending in **o** preceded by a consonant are made plural by adding **es**
   f. most nouns ending in **o** preceded by a vowel are made plural by adding **s**
   g. a few nouns are made plural by adding **en** or **ren**

Developmental Skills

1. Edit for the correct use of indefinite pronouns.
2. Edit for the correct use of relative pronouns.
3. Edit for the correct use of interrogative pronouns.
4. Edit for the agreement of pronouns with their antecedents.
5. Edit for the correct use of participial phrases.
6. Edit for the correct use of:
   a. clauses
   b. phrases
   c. verbals
7. Edit for the correct use of the conjunction in the following ways:
   a. coordinate conjunctions to connect words, phrases and clauses of equal rank
   b. correlative conjunctions used in pairs to connect a dependent clause with an independent clause
   c. subordinate conjunctions used to connect a dependent clause with an independent clause
   d. use of conjunctions to make an alternate sentence express the same time relationship as a given sentence
   e. a conjunction to make an alternative sentence express the same causation, result or contingency as a given sentence

Extensions

1. Have students edit a paragraph containing incorrect usage of nouns.
2. Make a collage using collective nouns cut from newspaper and magazine ads and articles.
3. Make "sensory" pictures to illustrate adjectives (e.g., rough written in sandpaper). Then using the picture as inspiration, write an original paragraph and underline all adjectives contained within the paragraph.
4. Given a brief narrative passage written in past tense, the student will rewrite the passage written in present tense.
5. Identify verbals from a group of other phrases within a passage.
6. Create original sentences using intensifiers correctly.

ELEMENTS OF THE SENTENCE

Basic Skills

1. Edit for sentence fragments.
2. Edit for run-on sentences.

Developmental Skills

1. Edit for misplaced single word modifiers.
2. Edit for faulty parallelism.
3. Edit for double negatives.
4. Edit for correct use of "problem pairs" (sit-set, lie-lay, etc.).
5. Edit for effective use of:
   a. phrases
   b. clauses
   c. verbals

Extensions

1. Determine the sentence parts of a nonsensical sentence. Write an original nonsensical sentence and label the parts.
2. Have students create sentences from scrambled words.
3. Given a simulated student-written paragraph containing fragments and run-ons, the student will rewrite each faulty passage so that it is a well-constructed sentence.
4. Given a paragraph of choppy, immature sentences, the student will rewrite the paragraph, combining ideas into more mature sentences in which:
   a. there is appropriate coordination and subordination of ideas.
   b. connectives accurately define relationships between ideas.
   c. punctuation is accurate.

SEMANTICS

Basic Skills

None.

Developmental Skills

1. Recognize that a word may have different meanings in different contexts.
2. Recognize that word meanings undergo change.
3. Recognize that language can be misleading by being vague and ambiguous.
4. Recognize denotation and connotation of words.
5. Recognize euphemism in the language.
6. Recognize that words, names and labels carry pleasant or unpleasant associations.
7. Select the meaning of a word by using context clues.
8. Recognize that language is complex, flexible and subtle.
9. Recognize that stereotyping is a result of associations which surround a word.

Extensions

None.

SPELLING

Basic Skills

None

Developmental Skills

1. Edit for spelling errors.

Extensions

1. Compose short reports (written or oral) tracing the history of a word.
2. Create a display from magazine or newspaper articles, identifying misspelled words.
3. Compose a report on the phonetic alphabet and devise a secret code.

REFERENCE SKILLS

Basic Skills

1. Identify the four types of cards in the card catalog (author, subject, title, cross reference).
2. Locate needed information using a card catalog (choose correct file drawer and file card).
3. Identify main topics, subtopics and details for an outline.
4. Locate books in library by using call numbers.

Developmental Skills

1. Locate needed information in a bibliography.
2. Locate needed information using a thesaurus.
3. Locate needed information using footnotes.
4. Select appropriate reference material to locate needed information.
5. Locate needed information using the Reader's Guide.
6. Locate needed information using Who's Who.

Extensions

None

Literature

Basic Skills

1. Select the statement that could be inferred as the outcome of a passage.
2. Make an inference based on material in a passage.
3. Select words that help to give sensory impressions.
4. Interpret similes.
5. Interpret metaphors.
6. Compare material in a paragraph.
7. Contrast material in a paragraph.
8. Identify newspaper divisions (local news, sports, natural news, comics, want ads, weather, obituaries, births, legal news and editorials).
9. Recognize that mood and atmosphere are aspects created by the setting.
10. Identify symbolism as the use in literature of objects or events to represent something other than themselves.

11. Distinguish between prose (language written in paragraph form) and poetry (language written in condensed or verse form).
12. Identify conflicts in literature:
    a. man against man
    b. man against society
    c. man against his physical environment
    d. man against himself, inner conflict
    e. man against fate
    f. a combination of the above
13. Identify flashback (a device by which a writer of a story or play presents scenes or incidents that occurred prior to the opening scene of the work).
14. Recognize foreshadowing as the author's use of hints, clues or information suggesting impending events.
15. Recognize that the short story is a type of brief prose fiction involving:
    a. conflict
    b. characters
    c. setting
    d. theme
    e. plot
    f. point of view
    g. style
16. Recognize the plot structure of a short story (introduction, rising action, complication, climax, falling action, resolution or conclusion).
17. Recognize and identify in the novel character, plot, point of view, style, setting and theme.
18. Identify in a novel the chronological development (as occurs in time).
19. Identify conflict as an element of plot in a novel.
20. Identify the climax of a novel as the turning point that starts the chain of events that culminate in the final solution (denouement).
21. Recognize character as a plot element in the novel.
22. Distinguish between short story and novel forms.
23. Identify narrative poetry as nondramatic poetry that tells a story.
24. Recognize a ballad as a form of narrative poetry suited for singing.
25. Recognize that the prologue is a section of a work which precedes the main part, serving as an introduction.
26. Recognize that characterization in drama is a character revealing himself through what he says and what he does.

Developmental Skills

1. Identify imagery as the representation in language of sense experience: what can be seen, heard, touched, tasted, smelled and/or felt internally.
2. Identify rhythm, the pattern of sound which heightens the meaning in a poem.
3. Identify personification.
4. Identify syllabication in poetry.
5. Recognize that nonsensical verse (light verse) differs from poetry in that it is humorous or entertaining rather than serious or profound.
6. Identify onomatopoeia.
7. Identify alliteration.
8. Identify assonance.
9. Recognize satire as the art of bringing a subject down by ridiculing it and evoking toward it attitudes of amusement, contempt or scorn.
10. Recognize sarcasm as the use of exaggerated praise to imply dispraise.
11. Identify the literary structure of a story (introduction, problem, episodes, climax and solution).
12. Recognize the novel form as characterized by extended length, several fully developed characters, complicated fictional prose narrative and complex plot(s).
13. Recognize recurrent themes (e.g. love, death, courage, friendship, nature) in poetry.
14. Recognize theme in poetry as the central idea or message of the poet.
15. Recognize that free verse is a type of poetry with no set pattern (rhyme or meter).
16. Recognize that drama is a distinct literary art form portraying life and character through the use of dialogue rather than through narrative and exposition.

17. Recognize that stage directions are narrative and expository in nature, helping the reader to fill in necessary information about time, place, character, etc.
18. Identify the omniscient (all-seeing) point of view.
19. Recognize sociological literature as that dealing with poverty, unemployment, overpopulation, old age, handicapped, status of minority groups, etc.
20. Identify a couplet as two successive rhyming lines of poetry.
21. Identify a quatrain as a stanza of four lines, usually with end rhyme.
22. Recognize a theme as the central idea of a literary work, usually expressed as a general observation about people or the world in which we live.
23. Recognize analogy as comparison made between two items or situations.
24. Recognize that hyperbole is a device involving great exaggeration for expressive or comic effect.
25. Recognize the function of setting by determining whether setting creates an effect, delineates character, develops the plot and/or explicates the theme.
26. Recognize that point of view may be omniscient narrator or limited omniscient.
27. Recognize that a "flat" character has no family, no past, no inner self and is coldly impersonal.
28. Identify a static character as one who changes little, if at all.
29. Identify a dynamic character as one who develops or changes as a result of the actions of the plot.
30. Identify irony (a contrast between what appears to be and what is) as:
    a. verbal irony — surface meaning of what one says or writes is the opposite of the intended meaning.
    b. irony of situation — the opposite of what is expected or intended occurs.
    c. dramatic — the reader knows more about the true state of affairs than the characters do.
31. Recognize subplots in a novel.
32. Identify the rhyme scheme (alphabetical labeling of end rhymes) of a poem.
33. Identify internal rhyme as rhyming occurring within a line.
34. Identify rhythm in poetry as the arrangement of stressed and unstressed syllables.
35. Recognize that a sonnet is a lyric poem usually of fourteen lines of iambs.
36. Identify dramatic poetry as poetry meant to be acted.
37. Identify poetry as either lyric, dramatic or narrative.
38. Recognize the epic form as:
    a. a long narrative poem.
    b. originally handed down in oral traditional literary form.
    c. dealing with national heroes.
    d. having a world-wide or cosmic setting.
39. Recognize the historical development of Elizabethan drama.
40. Recognize a soliloquy as one character alone on stage speaking his thoughts aloud.
41. Recognize aside as dialogue spoken with other characters present but intended only for the audience to hear.
42. Recognize that the protagonist in tragedy is the tragic hero because of the flaw in his character.
43. Recognize that the antagonist is the character opposing the main character in a drama.
44. Recognize the function of action and interaction among characters (how one character influences another) in drama.
45. Recognize that setting conveys fact and/or feeling in drama.
46. Identify the initial stages of plot development by recognizing the incidents that set the conflict in motion in drama.
47. Recognize in drama the technical climax in plot development as that point at which something must happen to reverse the action.
48. Recognize types of conflicts in the dramatic form:
    a. man against man.
    b. man against himself.
    c. man against the supernatural.
    d. a combination of the above.
49. Recognize that drama includes key scenes.
50. Recognize that audience involvement (identifying with characters, especially the hero) is a characteristic of the dramatic form.
51. Recognize the chronological events in a play.
52. Recognize that the overall design of a play has time limits set by its performances.

53. Recognize that language in drama can:
    a. establish mood and tone
    b. develop setting
    c. develop plot
    d. delineate character
    e. develop theme
54. Recognize figurative language (metaphor, alliteration, etc.) as devices for extending meaning in drama.
55. Recognize that theme is the central proposition around which the dramatist has built the play.
56. Recognize the dramatic processes associated with tragedy in relation to:
    a. choice of subject — issues are compelling problems
    b. characters — persons of significance
    c. tone — serious and dignified
    d. forces in conflict — implacable forces which threaten destruction
    e. resolution — defeat of the hero (external and/or internal)
    f. audience involvement
57. Recognize the dramatic processes associated with comedy in relation to:
    a. choice of subject — issues deal with the irrationalities of man and/or society
    b. characters — varied levels of society
    c. nature of conflict — usually not grave
    d. tone — man's difficulties treated with humor, sometimes ironically and/or playfully
    e. resolution — resolving without permanent injury
    f. audience involvement

Extensions

1. Given a familiar poem, the student will, in an untimed situation, write an acceptable prose paraphrase. The paraphrase will include a summary of the content of the poem that reflects an understanding of the words and an appropriate translation of figurative passages.
2. After listening to a recording or an oral reading of a scene from a play, the student will correctly answer short response questions requiring (a) identification of setting and dramatic situation (background), (b) recognition of basic conflict and (c) identification of major traits characterizing protagonist and antagonist.
3. Given an excerpt from drama, the student will answer short response questions requiring the (a) identification of setting and dramatic situation, (b) recognition of the basic conflict, (c) identification of major traits of the protagonist and antagonist and (d) recognition of mood.
4. Having chosen his favorite song, the student will identify the elements of poetry which the song contains.
5. Given a selection from a short story, the student will (a)identify elements of fiction, including: characterization, style, setting, plot, flashback, tone, theme, point of view and (b) infer from context meanings of unfamilar words.

Composition

These objectives are an effort to aid teachers in teaching the composing process to Arkansas students; they are not considered definitive. The following definitions attempt to define terms and set some parameters.

Pre-writing: any effort preceding the drafting stage. According to research, freewriting is the most stimulating pre-writing experience.

Drafting: an effort to order thoughts on paper for a specific purpose and audience.

Revising: efforts to resee the original writing in a more focused context.

Editing: efforts to remove mechanical errors appropriate to the developmental stage of the students.

Publishing: efforts to dignify student productions which may range from posting on the bulletin board to inclusion in a literary magazine.

Free writing: a self-activated and motivated activity. It may also be focused by the teacher. Free writing is the stuff of writing; it is the material of a writer's notebook to be used when needed.

Learning log: a listing of learned content and student responses to the learning. The use of the learning log promotes acceptance of responsibility for learning and the use of writing as a tool for learning.

Transactional writing: audience as a participant.

Poetic writing: audience as an observer (a recorder).

Expressive writing: audience as a blend of participant and observer.

PROVIDE COMPOSING EXPERIENCES IN THE FOLLOWING FORMS.

A. Expressive writing, first person
   1. personal journal
   2. response to learning (learning log)
   3. free writing
   4. analytical writing (reports and book reviews)
   5. persuasive writing

B. Poetic
   1. poetry (free verse and structured verse)
   2. prose (descriptive writing, narrative, focused free writing)
   3. drama (dialogue)

C. Transactional
   1. letter
      a. friendly
      b. invitation and response
      c. "thank you" notes
      d. business letter and envelopes (such as letter of inquiry, request, adjustment or complaint)
   2. directions
   3. journalistic composing (informing, simplifying and using other characteristics of journalistic style — such as 5 W's and the H for lead paragraph in feature article.

PROVIDE THE FOLLOWING EXPERIENCES AND SKILLS IN THE COMPOSITION PROCESS.

A. Practice all stages of the composing process:
   1. pre-writing
   2. drafting
   3. revising
   4. editing
   5. publishing

B Write to five audiences:
1. self
2. peers
3. trusted adult
4. teacher as critic
5. world at large

English II

GRADE 10

CAPITALIZATION

Basic Skills

1. Edit for correct use of all capitalization.

Developmental Skills

None

Extensions

None

PUNCTUATION

Basic Skills

1. Edit for:
   a. the comma used to separate short clauses in a series
   b. the comma used after an introductory clause or phrase containing a verb form
   c. the comma used to set off a nonrestrictive word, phrase or clause
   d. the comma used to punctuate dependent clauses
   e. the colon used after a statement which introduces examples
   f. the semicolon used between independent clauses not connected by a coordinate conjunction
   g. the semicolon used between independent clauses joined by such connectives as **moreover, for example, however, nevertheless** and **consequently**

Developmental Skills

1. Edit for:
   a. closing quotation marks used after commas and periods, but before semicolons and colons
   b. underlining of foreign words not familiar to the English language
   c. underlining of words referred to as words and letters referred to as letters
   d. the colon used between two closely related, balanced items
   e. the semicolon used to separate parallel parts of a sentence if the coordinating conjunction is omitted
   f. the semicolon between items in a series if the item contains internal commas
   g. the semicolon used to separate parallel parts of a sentence if the parallel parts are divided by commas

Extensions

1. Recognize that closing quotation marks are used after commas and periods, but before semicolons and colons.
2. Recognize that when a quoted passage is more than a paragraph, the opening quotation mark is put at the beginning of each paragraph, but the closing quotation mark is put only at the end of the last paragraph.

USAGE

Basic Skills

1. Edit for:
   a. correct use of indefinite pronouns
   b. correct use of relative pronouns
   c. correct use of interrogative pronouns

Developmental Skills

1. Edit for:
   a. agreement of pronouns with their antecedents
   b. correct use of participial phrases
   c. effective use of:
      1. clauses
      2. phrases
      3. verbals
   d. correct use of the conjunctions in the following ways:
      1. coordinate conjunction to connect words, phrases and clauses of equal rank
      2. correlative conjunctions used to connect a dependent clause with an independent clause
      3. subordinate conjunctions used to connect a dependent clause with an independent clause
      4. conjunctions to make alternative sentences express the same time relationship as a given sentence
      5. conjunctions to make an alternative sentence express the same causation, result or contingency as a given sentence

Extensions

1. Transpose a poem by e.e. cummings into paragraph form observing standard punctuation and capitalization.
2. Edit a poem which has no formal punctuation or capitalization.
3. Write five sentences where a change of punctuation changes the meaning of the sentence.
4. Write three paragraphs utilizing three semicolon rules and three colon rules. After completing the paragraphs, list the rules used when inserting that mark of punctuation.
5. In a given lengthy speech, place appropriate quotation marks where needed.
6. Closing quotation marks are used after commas and periods, but before semicolons and colons. Write five examples.
7. Revise a given composition for more dynamic word choice by using the thesaurus.
8. For each mark of punctuation in a given paragraph, identify the rule which justifies why that mark is correct.

ELEMENTS OF THE SENTENCE

Basic Skills

1. Edit for misplaced single word modifiers.

Developmental Skills

1. Edit for faulty parallelism.
2. Edit for double negatives.
3. Edit for correct use of "problem pairs" (sit, set, lie, lay, etc.).
4. Edit for effective use of:
   a. phrases
   b. clauses
   c. verbals

Extensions

1. Select examples of effective parallelism in a given speech or written work.
2. Edit an essay written by a peer.

SEMANTICS

Basic Skills

None

Developmental Skills

1. Recognize that a word may have different meanings in different contexts.
2. Recognize that word meanings undergo change.
3. Recognize that language can be misleading by being vague and ambiguous.
4. Recognize denotation and connotation of words.
5. Recognize euphemisms in the language.
6. Recognize that words, names and labels carry pleasant or unpleasant associations.
7. Select the meaning of a word by using context clues.
8. Recognize that language is complex, flexible and subtle.
9. Recognize that stereotyping is a result of associations which surround a word.

Extensions

1. Select and revise examples of the misleading use of language found in advertisements.

SPELLING

Basic Skills

None

Developmental Skills

1. Edit for spelling errors.

Extensions

1. Locate and correct spelling errors found in published periodicals.

REFERENCE

Basic Skills

1. Locate needed information in a bibliography.
2. Locate needed information using footnotes.
3. Locate needed information using a thesaurus.
4. Select appropriate reference material to locate needed information.
5. Locate needed information using the Reader's Guide.
6. Locate needed information in Who's Who.

Literature

Basic Skills

1. Deduce the author's purpose for writing a passage.
2. Identify point of view as an author's writing a story in first person, third person, etc.
3. Recognize that a legend is a story handed down from one generation to another, believed by many to be at least partially true.
4. Identify legend as a type of folk story.
5. Identify onomatopoeia.
7. Identify alliteration.
7. Identify assonance.
8. Recognize satire as the art of bringing a subject down by ridicule and evoking attitudes of amusement, contempt or scorn.
9. Recognize sarcasm as the use of exaggerated praise to imply dispraise.
10. Recognize ballad characteristics as:
    a. use of the supernatural.
    b. frequent themes of love, domestic courage and family problems.
    c. action involving common people.
    d. often contains dialogue.
    e. often utilizes a refrain.
11. Identify the ballad form as a four-line stanza, rhyming abcd or abba.
12. Identify the omniscient point of view.
13. Recognize analogy as comparison made between two items or situations.
14. Recognize that hyperbole is a device involving great exaggeration for expressive or comic effect.
15. Identify the rhyme scheme of a poem.
16. Identify poetry as either lyric, dramatic or narrative.
17. Recognize a soliloquy as one character alone on stage speaking his thoughts aloud.
18. Recognize aside as dialogue spoken with other characters present, but intended only for the audience to hear.
19. Recognize flashback, soliloquy and aside as devices used for narrative purposes in drama.
20. Recognize that the protagonist is the main character in a drama.
21. Recognize that the antagonist is the charachter opposing the main character in drama.
22. Recognize the differences between characters and conflict in tragedy and comedy.
23. Identify an elegy as a formal poem dealing with death.

Developmental Skills

1. Identify syllabication in poetry.
2. Recognize metonymy as a part of a thing used to stand for or suggest the thing itself.
3. Recognize an apostrophe as a figure of speech in which an abstract person or an inanimate object is addressed directly.
4. Identify lyric poetry as that which expresses the poet's thoughts, feelings or mood.
5. Interpret similes and metaphors in poetry.

6. Identify the literary structure of a story (introduction, problem, episodes, climax and solution)
7. Recognize the following characteristics of a short story:
   a. single predominant fictional incident
   b. single predominating character
   c. compression
   d. organization
   e. unity of expression
8. Recognize the twist ending as a convention of the short story.
9. Identify the qualities of the ideolect of a given character in a fictional work as an element of the author's style.
10. Identify gothic literature as that which aims at evoking terror through a gloomy setting and sensational, supernatural action.
11. Recognize a parable.
12. Recognize an essay.
13. Recognize the key idea in an essay as the author's main idea.
14. Recognize motif.
15. Identify romanticism.
16. Recognize the function of setting by determining whether setting creates an effect, delineates character, develops the plot and/or explicates the theme.
17. Recognize the differences among flat, static and dynamic characters.
18. Identify irony: verbal, situational, dynamic.
19. Identify the change of setting in a novel as single, multiple or shifting.
20. Recognize that a novella is a brief tale which engendered the longer form.
21. Identify rhythm in poetry as the arrangement of stressed and unstressed syllables.
22. Recognize meter (monometer, dimeter, trimeter, etc.) as a regular pattern of rhythm in poetry.
23. Recognize blank verse as unrhymed iambic pentameter lines.
24. Recognize a sonnet.
25. Recognize a dramatic monologue.
26. Recognize that language in drama can:
   a. establish mood and tone
   b. develop setting
   c. develop plot
   d. delineate character
   e. develop theme
27. Recognize figurative language as a device for extension of meaning.
28. Recognize that theme is the central proposition around which a literary work is built.
29. Recognize that characteristics of an essay include logical organization, brevity and clarity.

Extensions

1. Scan given poems for meter.
2. List and label figures of speech which occur in a given poem.
3. Write a critical analysis of the short literary selection using elements of fiction.
4. Examine the relationship of literary elements as they reinforce a single theme.
5. Write a short story based upon a framewoork collectively built by class members who have randomly drawn literary elements.
6. Write a ballad and present it to the class with the appropriate accompaniment.
7. Create and illustrate a parable.
8. Create an audio-visual analysis of an approved literary work.
9. Write an essay expressing one's philosophy of an abstract concept.

Composition

These objectives are an effort to aid teachers in teaching the composing process to Arkansas students; they are not considered definitive. The following definitions attempt to define terms and set some parameters.

Pre-writing: any effort preceding the drafting stage. According to research, freewriting is the most stimulating pre-writing experience.

Drafting: an effort to order thoughts on paper for a specific purpose and audience.

Revising: efforts to resee the original writing in a more focused context.

Editing: efforts to remove mechanical errors appropriate to the developmental stage of the students.

Publishing: efforts to dignify student productions which may range from posting on the bulletin board to inclusion in a literary magazine.

Free writing: a self-activated and motivated activity. It may also be focused by the teacher. Free writing is the stuff of writing; it is the material of a writer's notebook to be used when needed.

Learning log: a listing of learned content and student responses to the learning. The use of the learning log promotes acceptance of responsibility for learning and the use of writing as a tool for learning.

Transactional writing: audience as a participant.

Poetic writing: audience as an observer (a recorder).

Expressive writing: audience as a blend of participant and observer.

PROVIDE COMPOSING EXPERIENCES IN THE FOLLOWING FORMS.

A. Expressive
   1. personal journal
   2. response to learning (learning log)
   3. free writing
   4. analytical writing (reports, summaries, etc.)
   5. persuasive writing (letter to editor)
   6. learning log
   7. captions, labels, cartoon dialogue

B. Poetic
   1. poetry (free verse and structured verse)
   2. prose (descriptive, narrative, focused free writing)
   3. drama (dialogue)

C. Transactional
   1. letters
      a. "thank you" notes
      b. business letters and envelope (inquiry, request, adjustment, complaint)
      c. application
   2. directions
   3. journalistic composing (using simple, informative, and other journalistic styles)

PROVIDE THE FOLLOWING EXPERIENCES AND SKILLS IN THE COMPOSITION PROCESS.

A. Practice all stages of the composing process:
   1. pre-writing
   2. drafting
   3. revising
   4. editing
   5. publishing

B. Write to five audiences:
   1. self
   2. peers
   3. trusted adult
   4. teacher as critic
   5. world at large

English III

GRADE 11

CAPITALIZATION

Basic Skills

1. Edit for correct use of all capitalization.

Developmental Skills

None

Extensions

None

PUNCTUATION

Basic Skills

1. Edit for correct punctuation usage except for those skills listed as developmental.

Developmental Skills

1. Edit for:
   a. closing quotation marks used after commas and periods, but before semicolons and colons
   b. underlining of foreign words not familiar to the English language
   c. underlining of words referred to as words and letters referred to as letters
   d. colon used between two closely related balanced items
   e. semicolon used to separate parallel parts of a sentence if the coordinating conjunction is omitted
   f. semicolon used between items in a series if the item contains internal commas
   g. semicolon used to separate parallel parts of a sentence if the parallel parts are subdivided by commas

Extensions

1. Recognize that when a quoted passage is more than a paragraph, the opening quotation mark is put at the beginning of each paragraph, but the closing quotation mark is put only at the end of the last paragraph.

USAGE

Basic Skills

1. Edit for correct usage except for those skills listed as developmental.

Developmental Skills

1. Edit for:
   a. agreement of pronouns with their antecedents
   b. correct use of participial phrases
   c. effective use of:
      1. phrases
      2. clauses
      3. verbals
   d. correct use of the conjunctions in the following ways:
      1. coordinate conjunctions to connect words, phrases and clauses of equal rank
      2. correlative conjunctions used to connect a dependent clause with an independent clause
      3. subordinate conjunctions used to connect a dependent clause with an independent clause
      4. conjunctions used to make an alternative sentence express the same time relationship as a given sentence
      5. conjunctions used to make an alternative sentence express the same causation, result, or contingency as a given sentence

Extensions

None

ELEMENTS OF THE SENTENCE

Basic Skills

1. Edit for the correct use of sentence content and construction.

Developmental Skills

1. Edit for:
   a. faulty parallelism
   b. double negatives
   c. correct use of "problem pairs" (sit/set; lie/lay; good/well)
   d. effective use of:
      1. phrases
      2. clauses
      3. verbals

SEMANTICS

Basic Skills

None

Developmental Skills

1. Recognize that a word may have different meanings in different contexts.
2. Recognize that word meanings undergo change.
3. Recognize that language can be misleading by being vague and ambiguous.
4. Recognize denotation and connotation of words.
5. Recognize euphemisms in the language.
6. Recognize that words, names and labels carry pleasant or unpleasant associations.
7. Select the meaning by using context clues.
8. Recognize that language is complex, flexible and subtle.
9. Recognize that stereotyping is a result of associations which surround a word.

Extensions

None

SPELLING

Basic Skills

None

Developmental Skills

1. Edit for spelling errors.

Extensions

None

REFERENCE

Basic Skills

None

Developmental Skills

1. Edit for application of reference and research skills to formal paper and project assignments.

Extensions

None

Literature

Basic Skills

1. Recognize author's style or technique as choice of words, use of words, use of images, figurative language, sentence structure, literary vehicle and how style contributes to the unity of the selections.
2. Recognize the aspects of local color and its contribution to realism in American literature.

3. Recognize dialect as one aspect of characterization.
4. Identify the literary structure of a story (introduction, problem, episodes, climax and solution).
5. Recognize the novel form as characterized by extended length, fully developed characters, complicated fictional prose narrative and complex plots.
6. Recognize recurrent themes (e.g., love, death, courage, friendship, nature) in poetry.
7. Recognize theme as the central idea or message of the writer within a literary work.
8. Recognize free verse as a type of poetry with no set pattern (rhyme or meter).
9. Recognize that drama is a distinct literary art form portraying life and character through the use of dialogue rather than through narrative and exposition.
10. Recognize that stage directions are narrative and expository in nature, helping the reader to fill in the necessary information about time, place and characters.
11. Recognize an essay as a brief piece of nonfiction which presents a personal point of view.
12. Recognize the key idea in an essay as the author's main idea.
13. Recognize a motif as character, incident or idea which recurs frequently in various works in various parts.
14. Recognize allegory as a narrative in which characters, action and sometimes setting represent abstract concepts or moral qualities.
15. Identify realism in literature as a description of the life of the common man.
16. Identify romanticism in literature as that type of literature which stresses man's glory and freedom, rather than his limitations.
17. Recognize that third-person point of view may be limited or omniscient.
18. Recognize that tone (the writer's attitude shown through choice and arrangement of words) contributes to the unity of a literary work.
19. Recognize that every detail in the construction of a short story establishes a central pattern of meaning.
20. Identify the change of setting in a novel as single, multiple or shifting.
21. Identify internal rhyme as rhyme occurring within a line of poetry.

Developmental Skills

1. Recognize contributions to our nation's literature made by individual American authors.
2. Recognize cyclical patterns (life-death cycle, seasonal changes in nature) as devices used by literary artists in developing the theme of a literary work.
3. Identify syllabication in poetry.
4. Identify symbolism as the use in literature of objects and events to represent something other than themselves.
5. Identify lyric poetry as musical poetry which expresses the poet's thoughts, feelings or mood.
6. Recognize propaganda as a writing which directly advocates a certain doctrine as a solution to some social or political problem (bandwagon, transfer, glittering generalities).
7. Recognize satire as the art of bringing a subject down by ridiculing it and evoking toward it attitudes of amusement, contempt or scorn.
8. Recognize connotative and denotative meanings of words.
9. Recognize as characteristics of the short story:
   a. a single predominant fictional incident
   b. a single predominating character
   c. compression
   d. organization
   e. unity of expression
10. Recognize that the novel more than any other genre reflects a set of attitudes regarding history, society and general culture.
11. Recognize stereotype as an expression, character or plot that embodies only the conventional or expected.
12. Recognize words, phrases, etc., that convey various connotations in a story (e.g., religious, personal, linguistic, racial, universal, etc.).
13. Recognize sociological literature as that dealing with poverty, unemployment, overpopulation, old age, handicapped status of minority groups, etc.
14. Identify a couplet as two successive rhyming lines of poetry.
15. Identify a quatrain as a stanza of four lines, usually with end rhyme.
16. Recognize a character in poetry by specific traits, methods of revelations and actions.
17. Recognize a parable as a brief fictional work which concretely illustrates an oral or abstract idea.
18. Recognize the lack of development in "flat" or "stock" characters and the dynamic features in the fully developed "round" characters.

19. Recognize and note differences in verbal irony, irony of situation and dramatic irony.
20. Recognize subplots within a novel.
21. Recognize and identify rhythm (meter) through stressed and unstressed syllables, names of metrical feet and names of line length within poetry.
22. Recognize rhythm, metrical feet and line length to scan a stanza of a poem.
23. Recognize blank verse as unrhymed iambic pentameter.
24. Recognize qualities of English and Italian sonnets.
25. Identify the dialogue of the characters as the main feature of dramatic poetry.
26. Recognize that a dramatic monologue is a poem in which the speaker addresses a listener, but the listener does not reply.
27. Recognize melodrama as a type of tragedy with exaggerated and stereotyped characters.
28. Recognize the psychological flaws of the chief characters in all literature.
29. Recognize stream of consciousness as the recording of a character's flow of thought without any attempt at clarification.
30. Recognize as naturalistic that writing which depicts events as rigidly determined by the forces of heredity and environment.
31. Recognize as paradox a statement which is basically true but which seems to say two different things.
32. Recognize that diction is a writer's choice of specific words used to create a particular feeling or mood.
33. Recognize that there are different types of novels (picaresque, historical, manners, etc.).
34. Recognize mode of narration in a novel.
35. Recognize an ode as a long lyric poem with very formal and complex structure often written for a special occasion.
36. Recognize syntax as a characteristic of poetry.
37. Recognize how minor characters in drama function as narrator, comic relief, foil, etc.
38. Recognize the literary qualities of an informal essay (e.g., self-revelation, individual taste and experiences, confidential manner, humor, graceful style, rambling structure, unconventionality).
39. Recognize that characteristics of an essay include logical organization, brevity and clarity.
40. Recognize a maxim as a brief saying embodying a moral.
41. Recognize an antihero as a protagonist who lacks the conventional heroic quality.
42. Recognize metaphysical poetry as exhibiting a highly intellectual style which is subtle and sometimes fantastic.
43. Identify a caesura (a pause which occurs naturally within a line of poetry).
44. Recognize the heroic couplet as two rhyming lines of poetry in iambic pentameter with a natural pause at the end of each line.
45. Recognize as neoclassical that writing which shows the influence of Greek or Roman classics.
46. Recognize the historical development of Greek drama.
47. Recognize transcendentalism in literature as stressing the contemplative and intuitive.

Extensions

1. Write a folktale.
2. Analyze the symbolism in a selection not previously taught.
3. Analyze a poem pointing out such poetic devices as rhyme, rhythm, imagery, alliteration, personification, theme, symbolism, etc.
4. During a study of Thoreau, keep a journal recording observations of nature with particular emphasis on the relation "of the order and beauty of nature to the human mind and spirit."
5. Collect literary allusions from various media (newspapers, magazines, advertisements, television).
6. Write a paper creating a particular mood or atmosphere.
7. Create a character in a given situation. Share and analyze for the students' styles and tones.
8. Write a comparison paper using two literary selections (e.g., Thoreau's Walden and E.B. White's "Walden (June 1939)").
9. Write a paper which traces the motif of a famous literary selection (e.g., the letter "A" in The Scarlet Letter, the river in The Adventures of Huckleberry Finn, "Blessed Be the Tie That Binds" in Our Town.
10. After a study of an author, read three additional works and write a paper tracing a common theme, symbol or motif.
11. Before a study of a particular selection, record an oral tape of interviews of people from that time. Transcribe it into an edited article. (e.g., World War II — A Separate Peace, the Depression — The Grapes of Wrath).
12. Write the dialogue and dramatize a scene from a literary selection.

13. Plan and produce a photographic or other artistic interpretation of a literary selection.
14. Determine the characteristics of propaganda found in a newspaper editorial or a personal essay (e.g., "The Crisis" by Thomas Paine).
15. After studying satire, write an original satire in which some situation familiar to the student is satirized (e.g., a local political situation).
16. Research traditions (holiday customs, style of dress, etc.) of the particular period connected to a work of literature. Write an informative report or produce original artwork to illustrate the facts.

Composition

These objectives are an effort to aid teachers in teaching the composing process to Arkansas students. They are not considered definitive. The following definitions attempt to define terms and set some parameters.

Pre-writing: any effort preceding the drafting stage. According to research, freewriting is the most stimulating pre-writing experience.

Drafting: an effort to order thoughts on paper for a specific purpose and audience.

Revising: efforts to resee the original writing in a more focused context.

Editing: efforts to remove mechanical errors appropriate to the developmental stage of the students.

Publishing: efforts to dignify student productions which may range from posting on the bulletin board to inclusion in a literary magazine.

Free writing: a self-activated and motivated activity. It may also be focused by the teacher. Free writing is the stuff of writing; it is the material of a writer's notebook to be used when needed.

Learning log: a listing of learned content and student responses to the learning. The use of the learning log promotes acceptance of responsibility for learning and the use of writing as a tool for learning.

Transactional writing: audience as a participant.

Poetic writing: audience as an observer (a recorder).

Expressive writing: audience as a blend of participant and observer.

PROVIDE COMPOSING EXPERIENCES IN THE FOLLOWING FORMS.

A. Expressive, First Person
   1. free writing
   2. personal journal
   3. response to learning
   4. persuasive
   5. opinion
   6. personal letter

B. Poetic
   1. poetry (free verse and structured)
   2. prose (description, narration, focused freewriting)
   3. drama (dialogue)

C. Transactional
   1. letters (form, inquiry, request, adjustment, complaint, application)
   2. directions
   3. resume
   4. journalistic composing (news story, interview)
   5. analytical writing (reports, analysis papers)
      NOTE: This may also fall in the expressive category.

PROVIDE THE FOLLOWING EXPERIENCES AND SKILLS IN THE COMPOSITION PROCESS.

A. Practice all stages of the composing process.
   1. pre-writing
   2. drafting
   3. revising
   4. editing
   5. publishing

B. Write to five audiences.
   1. self
   2. peers
   3. trusted adult
   4. teacher as critic
   5. world at large

English IV

GRADE 12

CAPITALIZATION

Basic Skills

1. Edit for correct use of all capitalization.

Developmental Skills

None

Extensions

None

PUNCTUATION

Basic Skills

1. Edit for correct punctuation usage except for those skills listed as developmental skills.

Developmental Skills

1. Edit for:
   a. closing quotation marks after commas and periods but before semicolons and colons
   b. underlining of foreign words not familiar to the English language
   c. underlining of words referred to as words and letters referred to as letters
   d. colon used between two closely related, balanced items
   e. semicolon used to separate parallel parts of a sentence if the coordinating conjunction is omitted
   f. semicolon used between items in a series if the item contains internal commas
   g. semicolon used to separate parallel parts of a sentence if they are divided by commas

Extensions

1. Recognize that when a quoted passage is more than a paragraph, the opening quotation mark is put at the beginning of each paragraph, but the closing quotation mark is put only at the end of the last paragraph.

USAGE

Basic Skills

1. Edit for correct usage except for those skills listed as developmental skills.

Developmental Skills

1. Edit for:
   a. agreement of pronouns with their antecedents
   b. correct use of participial phrases
   c. effective use of:
      phrases
      clauses
      verbals
   d. correct use of the conjunctions in the following ways:
      1. coordinate conjunctions to connect words, phrases, clauses of equal rank
      2. correlative conjunctions used to connect a dependent clause with an independent clause
      3. subordinate conjunctions used to connect a dependent clause with an independent clause
      4. conjunction used to make an alternate sentence express the same time relationship as a given sentence
      5. conjunction to make an alternative sentence express the same causation, result or contingency as a given sentence

Extensions

None

ELEMENTS OF THE SENTENCE

Basic Skills

1. Edit for the correct use of sentence content and construction.

Developmental Skills

1. Edit for:
   a. faulty parallelism
   b. double negatives
   c. correct use of "problem pairs" (sit/set — lie/lay — good/well)
   d. effective use of:
      phrases
      clauses
      verbals

Extensions

1. Expand teacher-written sentences by using single modifying words, phrases and clauses, including: adjectives, adverbs, prepositional phrases; noun, adjective and adverb clauses.

SEMANTICS

Basic Skills

None

Developmental Skills

1. Recognize that a word may have different meanings in different contexts.
2. Recognize that word meanings undergo change.
3. Recognize that language can be misleading by being vague and ambiguous.
4. Recognize denotations and connotations of words.
5. Recognize euphemisms in the language.
6. Recognize that words, names and labels carry pleasant or unpleasant associations.
7. Select the meaning of a word by using context clues.
8. Recognize that language is complex, flexible and subtle.
9. Recognize that stereotyping is a result of associations which surround a word.

Extensions

1. Identify the misleading uses of language by identifying propaganda devices and vagueness used in literary selections, newspapers and political oratory.
2. Apply the use of written context clues to show various meanings that words can convey by using the same words in several different ways.

SPELLING

Basic Skills

None

Developmental Skills

1. Edit for spelling errors.

Extensions

None

REFERENCE

Basic Skills

None

Developmental Skills

1. Edit for application of reference and research skills to formal papers and project assignments.

Extensions

None

Literature

Basic Skills

1. Identify the gothic novel as one which aims at evoking terror through a gloomy setting and sensational, supernatural action.
2. Identify a couplet as two successive rhyming lines of poetry.
3. Identify a quatrain as a stanza of four lines, usually with end rhyme.
4. Recognize blank verse as unrhymed iambic pentameter lines.
5. Recognize that a sonnet is a lyric poem of 14 lines of iambs (usually an unstressed followed by a stressed syllable).
6. Recognize the epic form as:
   a. a long narrative poem
   b. originally handed down in oral traditional literary form
   c. dealing with national heroes
   d. having a world-wide or cosmic setting
7. Recognize that a dramatic monologue is a poem in which the speaker addresses one or more persons who are present but whose replies are not recorded.
8. Recognize the historical development of Elizabethan drama.
9. Recognize that the protagonist in tragedy is the tragic hero because of the flaw in his character.
10. Recognize in drama the technical climax in plot development as that point at which something must happen to reverse the action.
11. Recognize the principle themes of myths (creation of earth, peoples, creatures; origins of social and religious customs).
12. Recognize stream of consciousness as the recording of a character's flow of thought without any apparent attempt at clarification.
13. Recognize paradox as a statement which is basically true but which seems to say two different things.
14. Recognize the different types of novels (picaresque, historical, manners, etc.).
15. Recognize mode of narration in a novel.
16. Identify a foot of poetry as a metrical division consisting of one accented syllable and all unaccented syllables associated with it (iamb, trochee, anapest, etc.).
17. Recognize that scansion is the dividing of verse into feet (iamb, anapestic, etc.) to determine the meter of the poem.
18. Recognize an ode as a long lyric poem with very formal and complex structure often written for a special occasion.
19. Recognize how minor characters in drama function (as narrator, comic relief, foil, etc.).
20. Recognize that characteristics of an essay include logical organization, brevity and clarity.
21. Recognize a maxim as a brief saying embodying a moral.
22. Recognize metaphysical poetry as exhibiting a highly intellectual style which is witty, subtle and sometimes fantastic.
23. Identify the caesura (a pause that occurs naturally within a line of poetry).
24. Recognize the heroic couplet as two rhyming lines of poetry in iambic pentameter with a natural pause at the end of each line.
25. Recognize as neoclassical that writing which shows the influence of Greek or Roman classics.
26. Recognize the historical development of Greek drama.
27. Recognize catharsis as the purgation (see Aristotle) of the emotions of pity and fear.
28. Recognize the miracle play as medieval dramatization of a Bible story.
29. Recognize that the English language is an outgrowth of languages from the Indo-European base.
30. Recognize that historical, social, literary and linguistic conditions affect the development of the language.

Developmental Skills

1. Recognize cyclical patterns (life-death cycle, seasonal changes in nature, etc.) as devices used by literary artists in developing the theme of a story.
2. Recognize connotations as the feeling or attitude associated with a word above or beyond its literal meaning.
3. Recognize denotation as the literal meaning of a word.

4. Recognize the emotional relationship between an author and his theme.
5. Recognize that the novel more than any other genre can reflect a set of attitudes regarding history, society and general culture.
6. Recognize words, phrases, etc., that convey various connotation in a story (e.g., religious, personal, linguistic, racial, universal, etc.).
7. Recognize the inseparable nature of structure (form) and meaning (content) in literature.
8. Recognize textual variation in two or more manuscript copies.
9. Recognize sociological literature as that dealing with poverty, unemployment, overpopulation, old age, handicapped, status of minority groups, etc.
10. Recognize that the work of a particular author reflects social, historical and biographical occurrences.
11. Recognize farce as a type of comedy which depends for its effect on outlandish situations.
12. Recognize that poetry is a linguistic tool of the playwright.
13. Recognize character development as the growth or deterioration of a given character under the stress of the actions in drama.
14. Recognize the function of action and interaction among characters (how one character influences another) in drama.
15. Recognize that setting conveys fact and/or feeling in drama.
16. Identify the initial stages of plot development by recognizing the incidents that set the conflict in motion in drama.
17. Recognize that drama includes key scenes.
18. Recognize that audience involvement (identifying with characters, especially the hero) is a characteristic of the dramatic form.
19. Recognize that the overall design of a play has time limits set by its performances.
20. Recognize that language in drama can establish:
    a. mood and tone
    b. setting
    c. plot
    d. characters
    e. theme
21. Recognize figurative language (metaphor, alliteration, etc.) as a device for extension of meaning in drama.
22. Recognize that theme is the central proposition around which the dramatist has built the play.
23. Recognize melodrama as a type of tragedy with an exaggerated plot and stereotyped characters.
24. Recognize the principles of formalistic criticism involving genre, parts and assembly, central design, language function, patterns of symbolism and imagery in the explication of a piece of literature.
25. Recognize the function of dreams, visions and hallucination in literature.
26. Recognize the psychological flaws of the chief characters in all literature.
27. Identify an aphorism as a short, pithy saying.
28. Recognize anachronism as the chronological misplacing of persons, events or objects.
29. Recognize pathos as a quality of literature which evokes pity.
30. Recognize understatement as a restrained statement whose mildness serves to contrast with and thus emphasize what is really meant.
31. Recognize that diction is a writer's choice of specific words used to create a particular feeling or mood.
32. Recognize that tone is revealed by the attitude of the writer (e.g., formal, informal, intimate, solemn, ironic, sarcastic, humorous, playful, etc.).
33. Recognize that tone may be gentle, sharp, pointed, bitter, etc.
34. Recognize that tone in a novel is revealed by contrast of diction (e.g., lightheartedness, fondness, horror, sympathy, etc.).
35. Recognize shifts in author's tone.
36. Recognize that the ideolect of a character (including vocabulary and sentence structure) affects the style of a novelist.
37. Recognize a mock epic as a poem that burlesques by taking a trivial subject and treating it in a grand style.
38. Recognize pastoral poetry as a conventional form of lyric poetry using idealized rural life.
39. Recognize syntax as a characteristic of poetry.
40. Recognize the poet's use of tone as the poet's attitude toward his subject and toward his audience (humorous, ironic, philosophical, condemning, playful, etc.).
41. Recognize changes in tone (variations, images, sounds and rhythms) in poetry.
42. Recognize central and supporting ideas in poetry through the elements of rhythm, tone, diction, unity of form and content, imagery and rhetoric.
43. Recognize subdivisions of tragedy (tragic-comedy, historical, problem plays).

44. Recognize imagery as a device for revealing personal traits or attitudes of characters in a play.
45. Recognize the literary qualities of a formal essay (e.g., sobriety, seriousness of purpose, dignity, logical organization, length).
46. Recognize the literary qualities of an informal essay (e.g., self-revelation, individual taste and experiences, confidential manner, humor, graceful style, rambling structure, unconventionality).
47. Recognize the key idea of an essay as a truism.
48. Recognize that the author's specific choice of vocabulary, syntax and tone contributes to the central idea of an essay.
49. Recognize an antihero as a kind of protagonist who lacks the conventional heroic quality.
50. Recognize archtype as an image, story pattern or character type which recurs frequently and evokes strong, often unconscious, association in the reader.
51. Recognize surrealism as used in both painting and literature to apply to incongrucus and dreamlike images and sequences which are associated with the subconscious.

Extensions

1. Dramatize a piece of dramatic poetry.
2. Write an original sonnet.
3. Chart the historical development of the language.
4. Compare neoclassical poetry to romantic poetry.
5. Write a formal essay which displays logical organization, brevity and clarity.
6. Analyze the stream of consciousness technique used by different authors (James Joyce, Virginia Woolf).
7. Read two novels and compare them as to their types (picaresque vs. novel of manners).
8. Chart subplots and plot lines of a gothic novel.
9. Discuss as a panel the sociological aspects of assigned novels (Oliver Twist, 1984).
10. Compare the hero of a Greek tragedy to a hero of an Elizabethan tragedy.
11. Construct a graph of a play showing the divisions of the plot and place the events in position on the graph (rising action, technical climax, denouement).
12. Analyze a passage involving a minor character and describe his role (narrator, comic relief, foil).

Composition

These objectives are an effort to aid teachers in teaching the composing process to Arkansas students; they are not considered definitive. The following definitions attempt to define terms and set some parameters.

Pre-writing: any efforts preceding the drafting stage. According to research, freewriting is the most stimulating pre-writing experience.

Drafting: an effort to order thoughts on paper for a specific purpose and audience.

Revising: efforts to resee the original writing in a more focused context.

Editing: efforts to remove mechanical errors appropriate to the developmental stage of the students.

Publishing: efforts to dignify student productions which may range from posting on the bulletin board to inclusion in a literary magazine.

Free writing: a self-activated and motivated activity. It may also be focused by the teacher. Free writing is the stuff of writing; it is the material of a writer's notebook to be used when needed.

Learning log: a listing of learned content and student responses to the learning. The use of the learning log promotes acceptance of responsibility for learning and the use of writing as a tool for learning.

Transactional writing: audience as a participant.

Poetic writing: audience as an observer (a recorder).

Expressive writing: audience as a blend of participant and observer.

PROVIDE COMPOSING EXPERIENCES IN THE FOLLOWING FORMS.

A. Expressive writing
   1. personal journal
   2. response to learning
   3. free writing
   4. analytical writing (reports, job interviews)
   5. persuasive writing (letter to the editor, complaint letters)
   6. learning log (includes focused free writings)
   7. labels, captions, cartoons, dialogue

B. Poetic
   1. poetry (free verse and structured verse)
   2. prose (descriptive writing, narrative, focused free writing)
   3. drama (dialogue)

C. Transactional
   1. letter
      a. invitation and response
      b. "thank you" notes
      c. business letters and envelopes (adjustment, complaint, inquiry, request)
      d. application
   2. resume and transmittal letter
   3. directions
   4. journalistic composing (feature story, news report, editorial — all of which may come from literature)

PROVIDE THE FOLLOWING EXPERIENCES AND SKILLS IN THE COMPOSITION PROCESS.

A. Practice all stages of the composing process:
   1. pre-writing
   2. drafting
   3. revising
   4. editing
   5. publishing

B. Write to five audiences:
   1. self
   2. peers
   3. trusted adult
   4. teacher as critic
   5. world at large

Composition, English I – IV

Developmental and Extension Skills

The following writing activities are suggestions for developing and extending the composition program in grades nine through 12.

Expressive

Begin a literary family album.
Write book reviews, summaries.
Write a letter to a person of another generation expressing point of view on a given topic.
Using role reversal, compose an answer to the letter (above).
Write humorous skits.
Write and present political speeches.
Prepare visual communications: cartoons, pictographs, labels, films, video, slide/tape scripts, photo essays and illustrations.
Choose a literary character and defend his/her actions and point of view.

Transactional

Write reports on local businesses based on interviews.
Write reports on field trips.
Write a community history as a group project.
Write character studies of local interviews.
Prepare flyers, newsletters, advertisements and notices for community awareness.
Publish a class newspaper.
Publish a class anthology.
Subscribe to a newspaper for a set period of time; read and write articles stimulated from reading.
Critique a book, short story or current event stressing both positive and negative aspects.
Write congratulatory letters to students, faculty or community members.

Poetic

Publish a poetry anthology.
Write and publish children's literature with illustrations to be shared with young readers (fables, fairy tales, adventure stories and poems).
Write and perform skits from literary selections.

Write radio scripts and record them on tape for presentation.
Create artistic representations of literary works (dance forms, music and art) to accompany written explanations.
Adapt a literary work by rewriting it in another form or genre, (i.e., rewrite a play as a ballad).
Rewrite and update a short selection or excerpt from a literary work.
Create a class poem.
Compose a mystery or detective story based upon five objects displayed by the teacher.
Write a movie review identifying the strengths and weaknesses for different audiences.

The following writing activities are suggested for specific grade levels; however, they are adaptable to other grade levels.

Grade Nine

Write a humorous skit that includes irony.
Based on a ballad or other narrative poem, write a play.
Write an editorial for a school newspaper discussing a current problem.
Write a critical review of a favorite television show.
Write a one paragraph report from one source.
Write letters asking for free products.

Grade Ten

Write a short passage in which one or more elements of the short story are developed.
Write advertisements.
Write format skills (source cards, note cards, outline and thesis statement).

Grades Ten Through Twelve

Write a paper that includes an introduction, thesis sentence, body and conclusion.
Write and publish short stories.
Divide the class and write a pro and con evaluation based on a political person or a controversial person or situation.
Transcribe speech from taped interviews to create characterizations.

Grades Eleven Through Twelve

Critique a movie, play or television program.
Paraphrase a poem.
Write a nonfiction essay analyzing a problem.
Write a summary.
Research a topic and plan and present a debate.
Write a humorous skit which includes either irony, satire, situation comedy or parody.
Write and perform plays that include musical scores.
Write a limited resource paper (500 to 800 words).

Grade Twelve

Prepare a senior memory book (personal sketches of the activities and experiences) to be published at the end of the year.
Write a critical analysis of a short literary selection using elements of fiction (irony, symbolism, theme, character, plot).
Publish critical or response writings based on a specific piece of literature.
Write sonnets.
Write a resource paper (1000 to 1500 words).

Oral Communications

UNIVERSAL DIMENSIONS OF ALL ORAL COMMUNICATION EFFORTS

Basic Skills

1. Define oral communication.
2. Understand the major elements of the communication process as a cycle:
   a. speaker
   b. audience: self, self to peer, self to authority figure, small group, large group
   c. message: verbal and nonverbal
   d. barriers

Developmental Skills

None

Extensions

None

INTRAPERSONAL COMMUNICATION

Basic Skills

1. Define intrapersonal communication.
2. Identify meanings of terms:
   a. goals
   b. values
   c. prejudices
3. Determine personal strengths and weaknesses.

Developmental Skills

1. Analyze self.
2. Evaluate self for peer assessment.

Extensions

1. Maintain objectivity in communication activities.
2. Begin development of self goals and value systems.

INTERPERSONAL COMMUNICATION

Basic Skills

1. Define interpersonal communication.
2. Identify types of one-to-one communication:
   a. face to face
   b. telephone
   c. interview

Developmental Skills

1. Establish questions for interview:
   a. rapport establishing questions or remarks
   b. leading questions
   c. probing questions
2. Respond appropriately to interview questions.
3. Conduct an interview in class.
4. Serve as an interview subject in class.
5. Practice efficiency, courtesy and friendliness while using telephone.
6. Demonstrate clarity and objectivity in a shared communication situation.

Extensions

1. Utilize interview skills for personal growth in a non-class activity.
2. Demonstrate proper telephone usage in the school offices, at home and in work situations.
3. Analyze an overheard conversation.

LISTENING AND CRITICAL THINKING

Basic Skills

1. Listen to information for recall.
2. Define:
   a. fact
   b. opinion
   c. propaganda

Developmental Skills

1. Interpret the message for comprehension and vocabulary at the appropriate level.
2. Discriminate between opinion and fact.
3. Recognize language devices which are misleading, such as:
   a. name calling
   b. bandwagon
   c. glittering generalities
4. Recognize and respond to speaker's verbal and nonverbal signals, such as:
   a. major points
   b. supporting ideas
   c. transition devices

Extensions

1. Observe and evaluate the effectiveness of the message.
2. Evaluate the effect of the message on the audience.

NONVERBAL COMMUNICATION

Basic Skills

1. Recognize existence of nonverbal language.
2. Recognize the dominance of nonverbal language.

Developmental Skills

1. Demonstrate knowledge of the various types of nonverbal communication, such as:
   a. kinesics
   b. paralanguage
   c. proxemics
   d. environment
2. Recognize cultural differences in nonverbal language.
3. Analyze effectiveness of nonverbal communication.

Extensions

1. Evaluate effectiveness on nonverbal communication in a speech.
2. Evaluate effectiveness of nonverbal communication in an informal situation.

GROUP DISCUSSION

Basic Skills

1. Define group discussion.
2. Identify purposes of group discussion:
   a. fact finding
   b. problem solving
   c. policy making
3. List three fundamental forms of organized group discussion:
   a. panel
   b. symposium
   c. round table
4. Identify roles in group discussion:
   a. leader
   b. participant
5. Utilize the research sources:
   a. card catalog
   b. READER'S GUIDE
   c. reference books

Developmental Skills

1. Know steps in problem solving.
2. Participate in a problem solving discussion.
3. Expand research skills.
4. Participate in an information-sharing discussion.

Extensions

1. Participate in a leadership role in a discussion.
2. Identify different leadership styles.
3. Solve an existing problem.

PUBLIC SPEAKING

Basic Skills

1. Identify purposes:
   a. to inform
   b. to persuade, convince, inspire
   c. to entertain
2. Recognize delivery styles:
   a. impromptu
   b. extemporaneous
   c. manuscript
   d. memorized
3. List three basic parts of speech organization:
   a. introduction
   b. body
   c. conclusion
4. Identify vocabulary involved in delivery skills:
   a. physical — gesture, eye contact, posture, facial expression
   b. vocal — diction, articulation, pronunciation, and vocal variety — pitch, rate, projection and volume, fluency, mood, emphasis, timing, tone

Developmental Skills

1. Recognize and use a variety of organizational patterns.
2. Incorporate verbal and visual devices to clarify and amplify the message.
3. Perform for classroom audiences.
4. Demonstrate a knowledge of special occasion speeches by:
   a. introducing speaker or acknowledging introduction
   b. presenting or accepting an award
   c. welcoming a group or responding to a welcome

Extensions

1. Perform for non-classroom audiences.
2. Compete with the prepared selection in a forensic tournament.

PARLIAMENTARY PROCEDURE

Basic Skills

1. Define parliamentary procedure.
2. Recognize purpose of parliamentary procedure.
3. Recognize that ROBERT'S RULES OF ORDER REVISED is the accepted authority.

Developmental Skills

1. Recognize organizational documents:
   a. constitution — name and purpose of organization, qualifications for membership, methods of election, length of terms and duties of officers; time of and method for calling special meetings; method for amending constitution.
   b. by-laws — dues, required quorum, standing committees, order of business, method of amending the by-laws.
2. Identify voting method: voice vote by ayes and noes, standing vote, show of hands, ballot, unanimous or general consent.
3. Recognize five classifications of motion: main motion, motion to reconsider, subsidiary, incidental, privileged.
4. Exhibit knowledge in mock situations.

Extensions

1. Identify order of precedence and dispensation of motions.
2. Apply parliamentary procedure in outside classroom situations.

ORAL INTERPRETATION

Basic Skills

1. Define oral interpretation as an oral presentation of poetry, prose or drama that attempts to convey the author's meaning, mood and purpose.
2. Contrast oral reading and oral interpretation.
3. Compare the ethical responsibility to the author and to the audience.

Developmental Skills

1. Select and/or adapt literature for presentation.
   a. poetry
   b. prose
   c. monologue
   d. dialogue
   e. reader's theatre
   f. play
2. Gain an understanding of the intended message of the author.
3. Mark the manuscript for emphasis, timing and rate.
4. Rehearse the selection in front of small peer group for sharing and revising.
5. Practice revised selection to gain familiarity and fluency.

Extensions

1. Perform for an outside audience.
2. Compete in a forensic tournament.

DEBATE

Basic Skills

1. Define formal debate.
2. Contrast affirmative and negative roles.
3. Define debate resolution.

Developmental Skills

1. Recognize responsibilities of affirmative and negative speakers.
2. Identify various debate formats:
   a. Lincoln-Douglass
   b. standard
   c. cross-examination
   d. legislative
3. Construct a debate case.
4. Participate in formal classroom debate.

Extensions

1. Demonsrate a debate in a co-curricular classroom situation.
2. Recognize reasoning fallacies in other areas.
3. Participate in a competitive forensic tournament.

Journalism I

INTRODUCTION

Basic Skills

1. Identify the four elements of communication: sender, message, medium and receiver.
2. List at least four different types of mass media.
3. Define journalism (collecting, writing, editing and disseminating news material).

Developmental Skills

1. Explain the importance of each of the four communication elements.
2. Identify a given medium as informal, printed, broadcast or projected.
3. Explain how different media use the four elements of journalism.

Extensions

1. Identify the most effective medium for sender to use for maximum communication of message to receiver.
2. Compare advantages and disadvantages of different media.
3. Select examples of a news message using the sender-message, medium-receiver sequence.

HISTORY

Basic Skills

1. Identify Johannes Gutenberg and his contribution to communication.
2. Identify the first continuous American newspaper.
3. Recognize the importance of the First Amendment to the U.S. Constitution.
4. Identify the major wire services.
5. Identify the importance of the Freedom of Information Act.

Developmental Skills

1. Recognize the development of the American press including:
   a. pre-print newspapers
   b. penny press
   c. Horace Greeley, Tribune
   d. James Gordon Bennett, Herald
   e. Henry Raymond, Times
   f. Joseph Pulitzer, World
   g. William Randolph Hearst
   h. E.W. Scripps
   i. the first censorship case
   j. history and development of wire services
2. Identify the Arkansas Freedom of Information Act (FOI).

Extensions

1. Recognize significant problems and events in the development of newspapers.
2. Identify systems of newspaper ownership.
3. Recognize court cases involving freedom of school press.

4. Identify abuses of First Amendment by the press: management of the news, gatekeeping.
5. Recognize modern problems and usefulness of wire services.
6. Compare other FOI's with that of Arkansas'.

TERMINOLOGY

Basic Skills

Advertisement
Banner
Body
By-line
Caption
Censorship
Column
Copy
Copyreader
Dateline
Deadline
Editor
Editorial
Feature
Flag
Lead
Libel
Mass media
Masthead
Nameplate
News
Proofreader
Slander
Summary lead
Wire service

Developmental Skills

Art
Assignment
Beat
Boldface type
Break
Candid photo
Classified ad
Cliche
Copyfitting
Copywriter
Cropping
Cut
Cut-off test
Display ad
Ear
Editorial policy
Hard news
Kill
Layout
Makeup
More
Point
Slug
Typo
Widow

Extensions

The teacher may assign words as desired to supplement basic and developmental word lists.

NEWS WRITING

Basic Skills

1. Name the two parts of a news story.
2. List the five Ws and H (who, what, when, where, why and how).
3. Recognize the upside down pyramid style of news writing.
4. Recognize that the goal of a news story is to inform.

Developmental Skills

1. Identify and write simple news leads (using five Ws and H).
2. Identify news as opposed to information that is not news.
3. Identify attribution aspects of news stories.
4. Recognize the different types and structure of news stories: chronological, summary, speeches, straight news, report of an interview and others.
5. Identify the cut-off test.
6. Recognize weighting of facts.
7. Identify transition devices.
8. Given a set of information, write a basic news story.

Extensions

1. Collect information.

2. Write news stories.
3. Write news stories using formats other than the traditional.
4. Write leads varying the order of the information.

FEATURE WRITING

Basic Skills

1. Identify the three parts of a feature story: lead, body and conclusion.
2. Identify a feature story in a given situation (as compared to news and editorials).
3. Recognize that the goal of a feature story is to entertain.

Developmental Skills

1. Identify the differences between traditional feature and news leads.
2. Identify and explain the advantages of different feature stories: human interest, interpretation, explanation, side bars, brights, columns and others.

Extensions

1. Collect information and write a feature story.
2. Write a column.
3. Experiment with writing feature copy: cartooning, sports, entertainment and others.

EDITORIALS

Basic Skills

1. Name the three parts of an editorial: introduction, body and conclusion.
2. Select an editorial in a given medium.
3. Recognize that the goal of an editorial is to persuade.

Developmental Skills

1. Understand the formation of policy in a newspaper.
2. Explain the three parts of an editorial.
3. Identify and explain the types of editorials: persuasive, interpretive, appreciative and humorous.
4. Identify the value of editorial cartoons.

Extensions

1. Develop, evaluate and/or revise a school editorial policy.
2. Write editorials.
3. Interview local papers to determine how they set their editorial policy.
4. Write a letter to the editor.

PUBLICATION PRODUCTION

Basic Skills

1. Identify the production areas: collection, writing, editing, design and layout, print and distribution.

Developmental Skills

1. Recognize collection techniques: research interview and beat systems.
2. Recognize the components of writing: writing itself, advertising copy headlines and captions.
3. Identify the editing process: who selects stories for publication, copyreading and proofreading.
4. Recognize techniques of design and layout.
5. Identify various methods of printing.
6. Recognize distribution systems.

Extensions

1. Work independently at jobs contributing to the production process.
2. Explain the overlapping of production jobs.

ETHICS

Basic Skills

1. Define libel and slander.
2. Identify examples of libel and slander.
3. List the differences between objective and subjective writings.
4. Identify the Canons of Journalism as the source of a code of ethics.

Developmental Skills

1. Describe types of libel and slander including invasion of privacy and public officials and persons.
2. Recognize yellow journalism.
3. Recognize the Canons of Journalism.

Extensions

1. Discuss court cases involving libel and slander.
2. Write about an event using subjective and objective styles.
3. Discuss propaganda as subjective writing.
4. Investigate other codes of ethics.
5. Test media material against the Canons of Journalism. (Include material from school publications.)

ADVERTISING

Basic Skills

1. Identify two types of ads.
2. Identify major goals of advertising.

Developmental Skills

1. Identify elements necessary to ad composition: copy, art, graphics and white space.
2. Identify limitations for ads.

Extensions

1. Explain the value of the elements necessary to ad composition.
2. Collect elements and create an ad.
3. Discuss the psychology of advertising.

CAREERS

Basic Skills

1. Identify careers in newspaper.
2. Identify careers in television.
3. Identify careers in magazines.
4. Identify careers in radio.

Developmental Skills

1. Identify the role of journalism in a wide range of careers.
2. Identify careers not usually considered media-oriented that make use of journalism skills.

SUPPLEMENTAL EXTENSIONS

1. Explore the uses of photographic equipment in journalism careers.
2. Explore the uses of computers in journalism careers.
3. Discuss print and reproduction methods.
4. Design and publish a school newspaper.
5. Design and publish a school yearbook.
6. Design and publish a school literary magazine.